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An I/D/E/A Symposium was conducted to ask newly trained teachers to evaluate their preparation after they had had an opportunity to apply it in the classroom. The symposium participants were all elementary schoolteachers who had just completed their fourth month of teaching, had graduated from teacher training institutions in June 1967, and had been recommended by their preparing institutions as outstanding graduates. Jerome Bruner, director of the Center for Cognitive Studies, Harvard University, was symposium chairman. The proceedings of the symposium indicated that "if feedback from beginning teachers is a reliable source then it is very apparent that what is being done in the colleges of education has little relation to the on-the-job requirements of elementary teachers." Twelve recommendations regarding teacher training evolved. (SG)

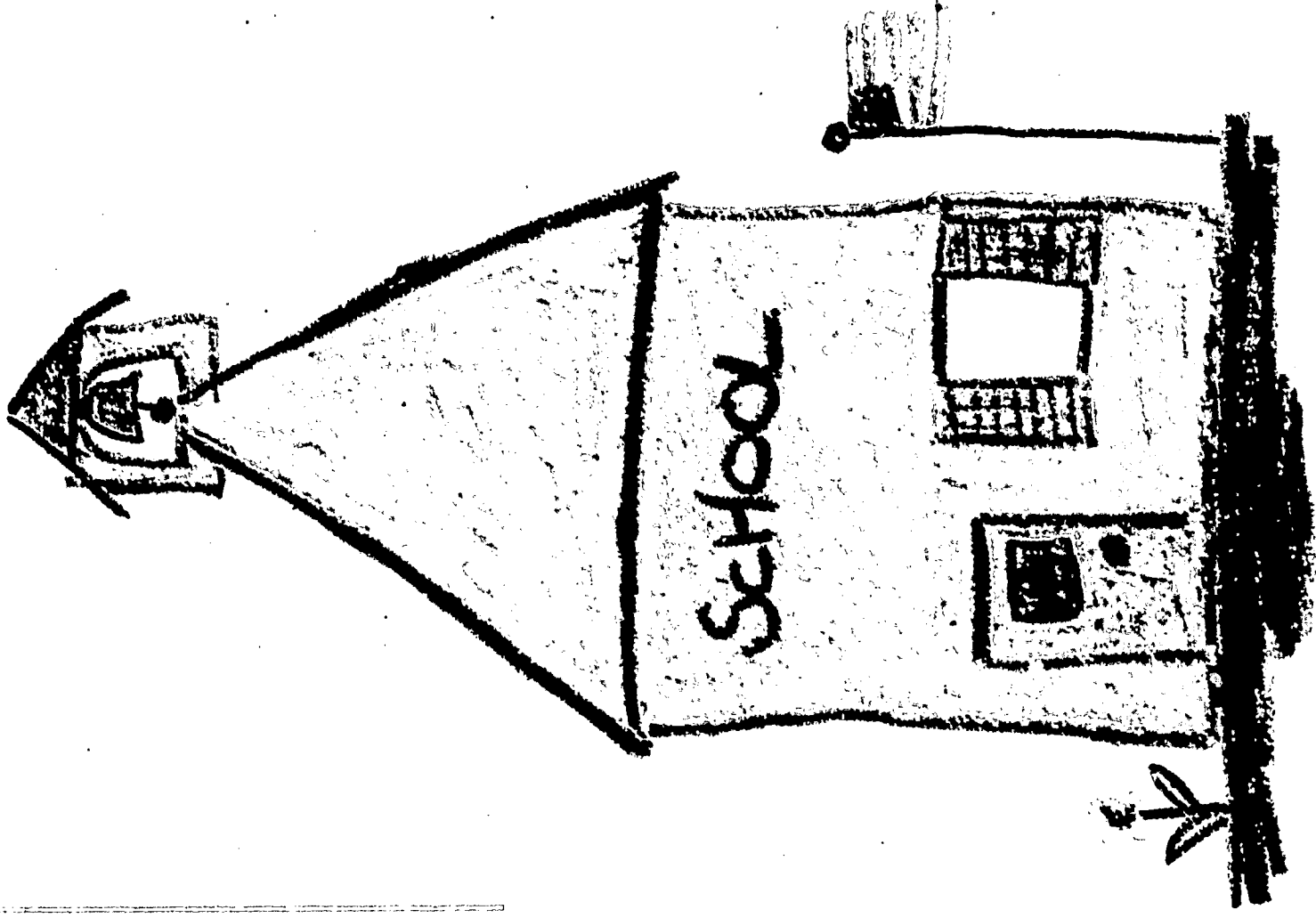
IDEA

A SYMPOSIUM ON THE TRAINING OF TEACHERS FOR ELEMENTARY SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

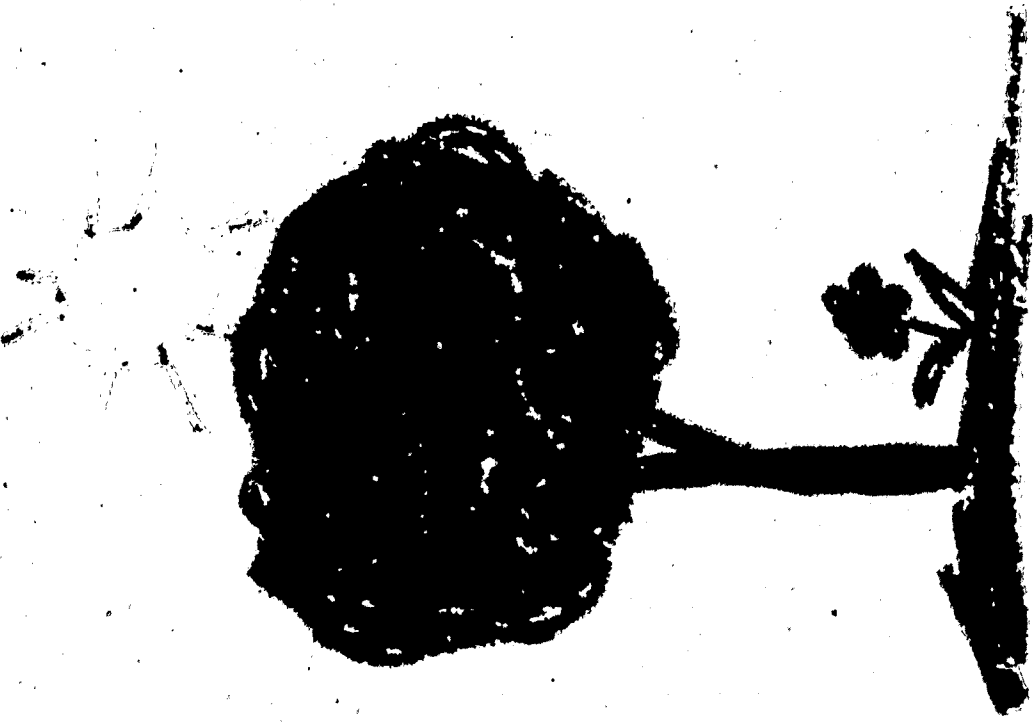
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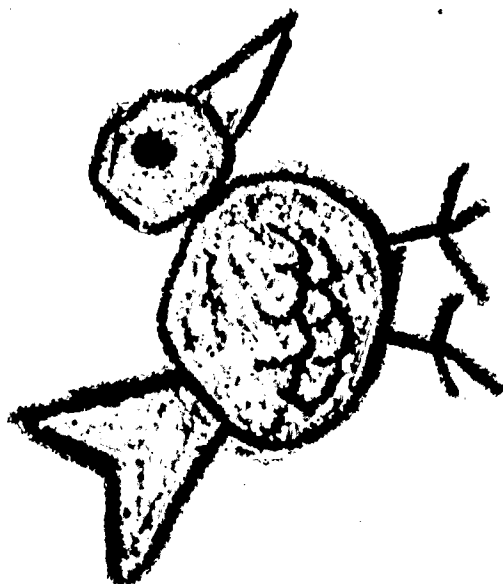
**The Report
of**

***A Symposium on
the Training of Teachers
for Elementary Schools***

Conference Reporters

Ellen Plakans
The Center for Cognitive Studies
Harvard University

W. Arthur Darling
[I][D][E][A]



Conferees	Grade Now Teaching	Teacher Training Institution	Conferees	Grade Now Teaching	Teacher Training Institution
Miss Carol Berry Victor Elementary School Torrance, California	Grade 5	University of California Los Angeles, Calif.	Miss Mary Koennel Woodridge Elementary School Upper Marlboro, Maryland	Grade 3	Catholic University of America Washington, D. C.
Miss Jean Boehmler Potomac Elementary School Potomac, Maryland	Grade 1	Northwestern University Evanston, Ill.	Mrs. Barbara A. Kroeker Hamilton Central School Columbus, Ohio	Grade 2	Ohio State University Columbus, Ohio
Mrs. Kay Harlan Box Brooke Elementary School Austin, Texas	Grade 1	University of Texas Austin, Texas	Mrs. Nancy Larner Hawthorne School Teaneck, New Jersey	Grade 4	Pennsylvania State University University Park, Pa.
Mrs. Constance H. Callahan Lawton B. Evars School Augusta, Georgia	Grade 4	University of Georgia Athens, Ga.	Mrs. Karen S. Lundblad Harrison Elementary School Minneapolis, Minnesota	Grade 2	University of Minnesota Minneapolis, Minn.
Miss Christina Carrell Riverbank School Stamford, Connecticut	Grade 4	Vassar College Poughkeepsie, N. Y.	Mrs. Margaret Gale Mayer John Muir Elementary School Madison, Wisconsin	Grade 3	University of Wisconsin Madison, Wis.
Mrs. Karla S. Ewing Southwest Elementary School Pratt, Kansas	Grade 1	Kansas State Teachers College Emporia, Kan.	Miss Bonnie McLane Quincy Public Schools Quincy, Massachusetts	K-6 Media Specialist	Antioch College Yellow Springs, Ohio
Miss Ann Featherstone Head Start Program Madison Park School Grand Rapids, Michigan	Pre- Kinder- garten	Michigan State University East Lansing, Mich.	Mrs. Carole A. Pingel Orchard Ridge Elementary School Madison, Wisconsin	Grade 2	University of Wisconsin Madison, Wis.
Miss Linda Filadoro The Pike School Andover, Massachusetts	Grade 2	Smith College Northampton, Mass.	Miss Elizabeth Trainer Willard School Evanston, Illinois	Grade 1	Northwestern University Evanston, Ill.
Miss Mary K. Johnson William Donley School East Lansing, Michigan	Grade 2	Michigan State University East Lansing, Mich.	Miss Irene Viola Dentzler School Parma, Ohio	Grade 1	Ohio State University Columbus, Ohio

A word about the Chairman

JEROME SEYMOUR BRUNER
Professor of Psychology
Director, Center for Cognitive Studies
Harvard University

Born in New York City on October 1, 1915, Jerome S. Bruner received his B. A. degree from Duke University in 1937 and his Ph.D. degree from Harvard in 1941 where he has taught since 1945.

In 1960, he helped found the Center for Cognitive Studies at Harvard.

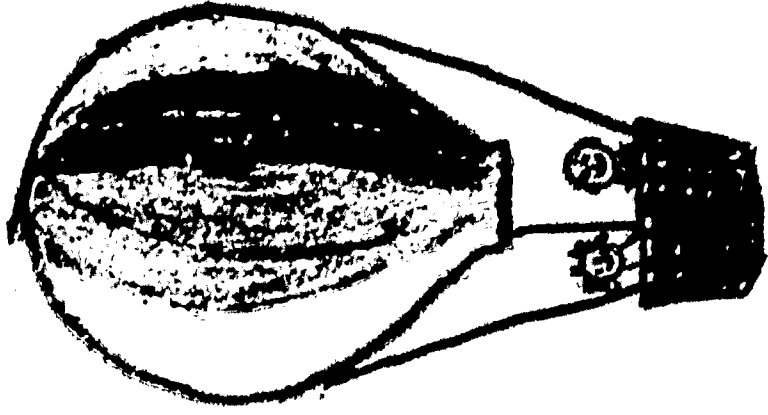
In the last few years, his interest in the intellectual processes has extended itself to the study of development in children, and with that has grown a parallel interest in the nature of the educational process.

Professor Bruner was engaged for most of 1964-65 in the construction of an elementary school curriculum in social sciences, based on conceptions set forth in some of his earlier studies.

He has published numerous books and articles on the nature of cognitive processes. Among his books are *A Study of Thinking* with Goodnow and Austin, *Opinion and Personality* with Smith and White, and *On Knowing: Essays for the Left Hand*. He was Chairman of the Woods Hole Conference on Fundamental Processes in Education sponsored by the National Academy of Sciences in 1959 and from his report as Chairman, his book *The Process of Education* was derived. He has just published two more books, *Studies in Cognitive Growth* and *Toward a Theory of Instruction*.

Bruner has served as a member of various advisory boards in and out of the Government. He was a member of the President's Advisory Panel on Education and is currently on the President's Committee on Child Development.





For a considerable period of time now, the matter of training teachers has been the subject of criticism both from within and without the educational establishment. In an

effort to contribute, in a positive fashion, to the on-going dialogues, I D E A recently sponsored a symposium devoted exclusively to the manner in which elementary school teachers are trained.

The I D E A Symposium was unique in several ways. (1) The participants were all elementary teachers who had just completed their fourth month of teaching. (2) Each had graduated from a teacher training institution in June of 1967. (3) The preparing institution had recommended the participant as one of its most outstanding graduates. The intent of this unusual approach was to ask newly-trained teachers to evaluate their training after they had been given the opportunity to apply it in a direct class confrontation.

With reference to the question of how the teacher training institutions were

selected for participation, several points should be made. Invitations were issued to institutions with a long established reputation for training outstanding teachers. The U.S. Office of Education participated in the decision as to which teacher training institutions should be invited to send representatives.

Surprisingly, several of the invited teacher training institutions refused to have their graduates participate. While they may have had reasons, which they failed to make clear, their responses indicated that they might be fearful of what their graduates would say about their preparation.

The purpose of the symposium was to gain new insight into the craft of teaching and the schooling of teachers by giving the consumers an opportunity to evaluate their education. In brief, the seminar was calculated to be both a source of information and a means of stimulating further thought on the planning and action which is needed to revitalize teacher training programs.

The seminar was held in the Center for Cognitive Studies at Harvard University. Professor Jerome Bruner served as the chairman.

Professor Jerome Bruner served as the chairman.

Professor Bruner opened the symposium by juxtaposing the training of teachers with the training of aircraft pilots. He pointed out that to secure a flying license a pilot must learn to fly solo. In a salient comparison, Dr. Bruner illustrated that on the first solo flight the neophyte pilot is not expected to continue his flight around the world. On the other hand, when the education novice receives his license to teach, he is expected to continue a lifetime of teaching with very little assistance or direction.

Professor Bruner concluded his opening remarks by contrasting the solo flight of the amateur pilot to the loneliness of the beginning teacher who hears the click of the door and finds herself alone in the classroom for the first time confronted by 30 students.

The seminar was dramatically launched with the discovery that none of the beginning teachers had been told the answer to the critical question:

"What

is the

first thing

you say

to a class?"



And then, too, in every observation the students and teacher are quite aware of an observer and thus behave artificially.

The participants further supported the contention that trainees need to study attentively the performance of children at various grade levels in order to decide which grade they prefer to teach before specializing in their teacher training.

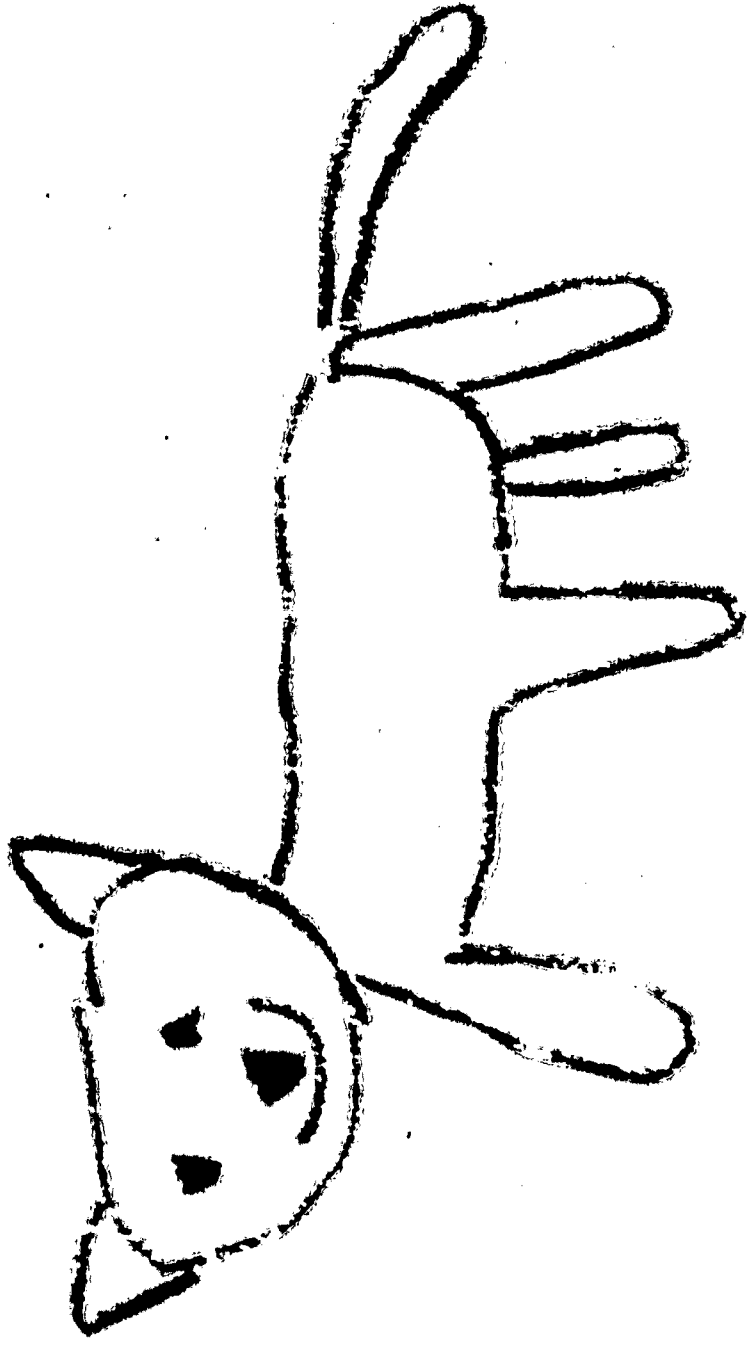
Under the present system, there is very little opportunity for flexible observation.

The quality of teacher training received by the participants varied enormously. In the words of one participant, "I feel very negative about my teacher training programs. I taught only one day a week and there was no continuity for either me or the students." Others had been involved in many weeks of full-day teaching.

Conferees strenuously objected to half-day type practice teaching as an unrealistic approach to the matter of learning to teach. They unanimously agreed that there is something very special about teaching a whole day, as well as every day, over a considerable period of time.

Dr. Bruner pointed out that the first time someone teaches a full day it represents a real watershed in his learning to teach. One can't know the total picture (discipline problems, exhaustion, etc.) when one is only allowed an opportunity to teach a few hours per day.

The big objection to the kind of practice teaching which most of the conferees had received was the blandness of the experience. The group generally agreed that the intern teacher with his shared responsibility is prevented from acquiring the possessiveness



OBSERVATION

The first reflection which resolved into general accord revolved around the need for teacher training programs to provide earlier occasions for experiences with children. Repeatedly, the participants expressed the importance of becoming involved in serious problems of learning early in their college careers. The most oft expressed criticism at the seminar was the fact that *the teacher trainees were not allowed to be with children or take an education course until their junior year.*

Participants enthusiastically argued in favor of a directed classroom observation laboratory type course in their first year of

college. The purpose of this activity would provide teacher trainees with the opportunity to observe in schools and become familiar with problems before enrolling in a series of education courses.

The conferees also argued vigorously for dramatic practice teaching experiences which would permit trainees to observe and work in classes where teachers are doing a poor job.

Of course no school system wants to show off its poor teachers, although every system has them. As was pointed out, it would hurt their recruitment programs to display them to prospective teachers.

which is so necessary for closeness in the elementary school. In most practice teaching situations, it is made clear to the intern teacher from the very beginning that the room is not his, the children are not his, and intern teachers invariably report that the children reflect the same emotional indifference. This situation was epitomized by one of the conferee's remarks to the effect that during her training one little boy said to his teacher about the practicing teacher, "We are helping her to learn how to teach, aren't we?" Professor Bruner intervened at this point to comment that it may be crucial in the training classroom for children to know that they are helping the teacher learn how to teach. This may be a radical departure from the conventional approach which requires little or no explanation to the students as to the reason for the presence of the intern teacher.

When the discussion centered on the type of observation which teacher trainees are allowed in a school, the group was highly critical of the traditional approach



which consisted of their being sent to a school in which the teacher invariably knew when they were coming and consequently, "had the children in straight jackets when they arrived." Therefore, teacher trainees are infrequently allowed a direct confrontation with the bruising problems that come from teaching. *Seminar participants made a strong pitch for being allowed to observe in the worst classes, particularly problem classes containing groups which are difficult to control.*

Karla Ewing
Kansas State Teachers College
Southwest Elementary School
Grade 1

"Actual experience with children is the best teacher. This greatly enriches the value and worth of methods and theory courses."

Ann Featherstone
Michigan State University
Madison Park School
Head Start — Pre-kindergarten

"The teacher should have experiences before graduation in all of the facets of teaching such as paperwork, grade cards, parent meetings, etc. I had none of these, nor did I have an opportunity to have a class of students alone before the first day."

Jean E. Boehmler
Northwestern University
Potomac Elementary School
Grade 1

"A closer collaboration is needed between the teacher training institutions and the school systems of the country."

Christina Carrell
Vassar College
Riverbank School
Grade 4

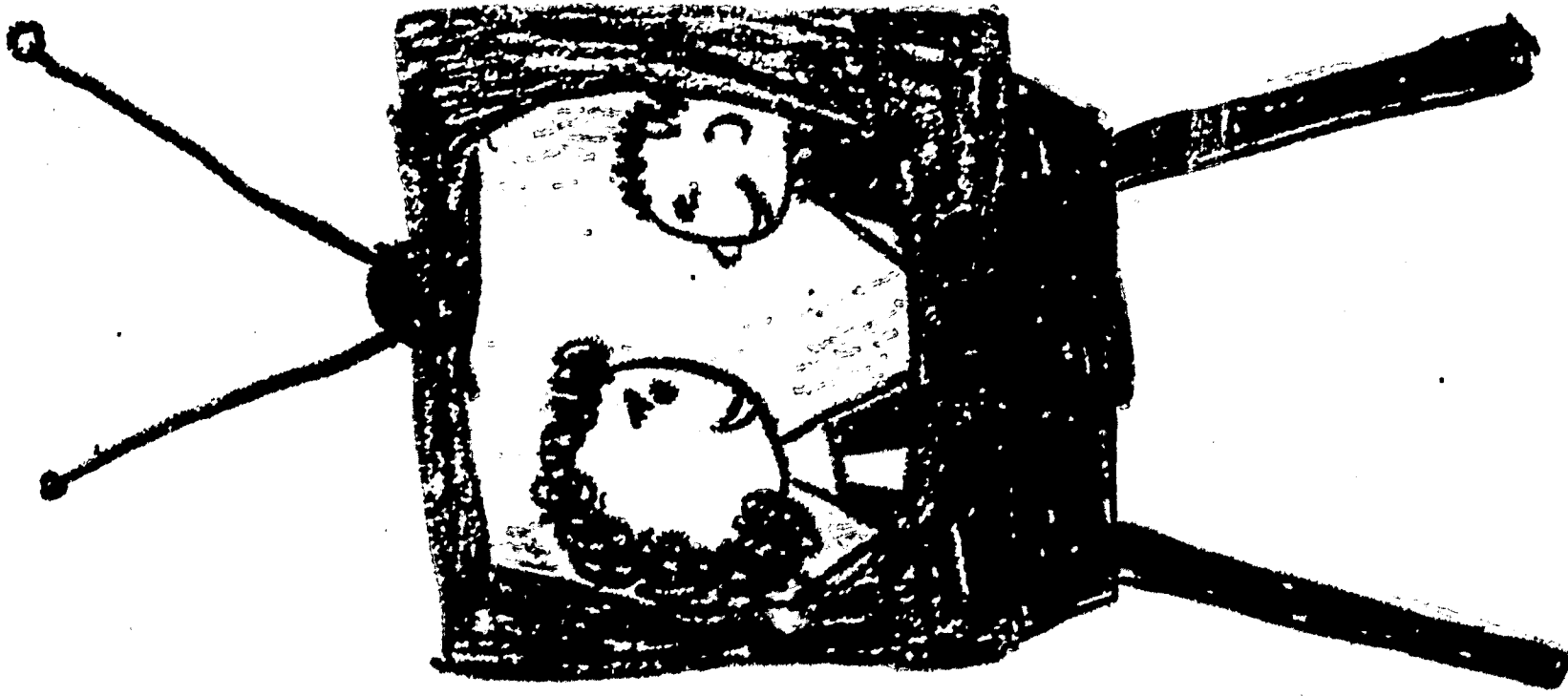
"Since practical knowledge of classroom management and group dynamics is the key to a positive learning atmosphere, prospective teachers must have special training and manifold opportunities at all grade levels and socioeconomic backgrounds."

Video Tape Recorder

The participants recommended that teacher trainees have an opportunity to view video tapes of the supervising teacher before taking over her class. They also wanted an opportunity to be video taped themselves while teaching, in order that they might compare their performances with that of the directing teachers.

During the discussion of the video tape recorder technique, Professor Bruner raised the question of what it is like to see yourself teaching on television for the first time. One participant, who had been trained in this fashion, quipped, "It is horrible."

Most beginning teaching is indeed ghastly, but it usually takes place behind the closed doors of the classroom and without the intern realizing how unbearable it must be for the students. The video tape recorder exposes the just commencing teacher in all of the disconcerting nuances of the craft of teaching.



Methods Courses

The teachers had no kind words for the methods courses which had prepared them for their profession. Perhaps it would be more accurate to state that the methods courses received a devastating indictment. The gist of the matter was that most of the symposium participants felt that they had not really been trained to work with children.

Descriptions of the methods courses to which the teachers had been subjected were categorized as follows: (1) The course is so theoretical that it has no contact with reality; (2) The course treats the student teacher as if he is a child; (3) There is too much busywork involved to allow for any real thinking; (4) The course is mostly a bull session; (5) The course deals with generalities only, ignoring specifics, and leaves absolutely no room for creativity.

Another issue, on which there was general agreement, reiterated that methods courses should come at the very end of teacher training and after the experience of practice teaching. In this sequence the purpose of methodology would be to reinforce notions developed in the teaching practicum. This reversal of activities would overcome the objection that practice

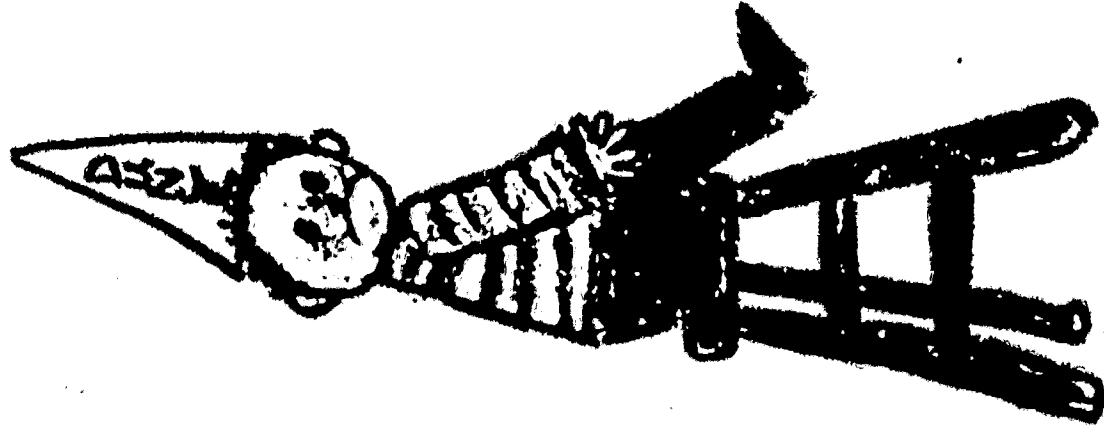
teaching, as it presently exists, is not tightly related to methods.

In discussing methodology, several teachers agreed that education professors "should come down to reality and understand the nuances of instruction and the tenderness of teaching."

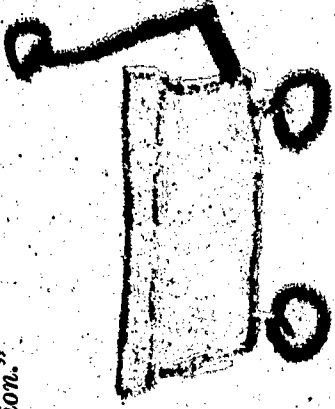
There was consistent agreement that practice teaching comes too late in the senior year with the result that there is very little reinforcement from the subsequent methods courses. This is especially true, the conferees stressed, when practice teaching comes in the last semester of the senior year.

A frequently articulated criticism emphasized that the teachers of the methods courses are not practical. The conferees presented a strong case for scheduling these individuals into periodic intervals of classroom instruction. Predominating commentary pointed out that they lack recent exposure to the realities of the elementary school classroom.

The teachers were in accord in their appraisal of the lack of exposure to technology in their training. Professors of



"Teacher training institutions should make their graduates increasingly aware of the multitude of technological changes in elementary education."



Education should be using such audio-visual aids as the overhead projector, film strip projector, and training films in their teaching instead of "just talking about using them."

The trainees concurred that teacher training programs could be strengthened by bringing teachers back to the teacher training institutions on a continuing basis to evaluate the quality of their training and suggest ways in which programs can be improved.

There was general assent that methods courses deal in generalities and don't give the kind of information needed such as what you do with 20 children while you are working with 10, or what to do about the student no one likes to sit by because he is fat and immature. Topics such as these dominated the methods courses discussion.

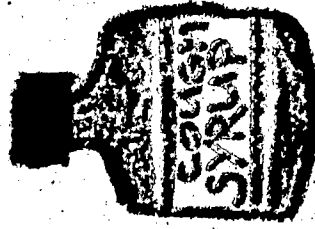
Furthermore, the teachers reported that their education professors talk about a type of child who doesn't exist and *trainees are not prepared to deal with the wide range of abilities with which they are confronted when they first enter the classroom*. As a suggestion for improving this situation, they felt that all student teachers should be

required to take courses in special education which will prepare them for dealing with the wide range of abilities.

When Professor Bruner raised the question as to the relationship of the methods courses to subject matter, the group was unanimous in their criticism that methods courses fail to teach anything at all about subject matter.

Near the end of the discussion about methodology, a refreshing young

Smith graduate inquired, "Just what are methods courses?" (Smith does not offer



courses in methods in their teacher training.) After the other participants explained what methodology consists of, Professor Bruner inquired as to whether or not she felt deprived without having had the benefit of methods courses to which she replied, "Not a bit."

While a great deal was said about the inadequacy of courses dealing with methods, perhaps this can be summed up by the fact that *all* of the participants expressed

disillusionment over the poor quality of these courses.

However, one participant said her methods courses in mathematics, music and audio-visual aids had proven quite helpful to her. She said that while some methods courses could and should have been of much greater help, she did have excellent instructors in most cases. "The enthusiasm of these instructors is contagious and in a way responsible for my being in elementary education," she noted.

Professor Bruner summarized this discussion with the comment that: "The disanalogy between education and medicine is that if you need something in medicine you look it up but in methodology nothing is available."

The conferees concurred congenially with the notion that *the subtle nuances of teaching have to be acquired on their own in the classroom by the teacher herself*.

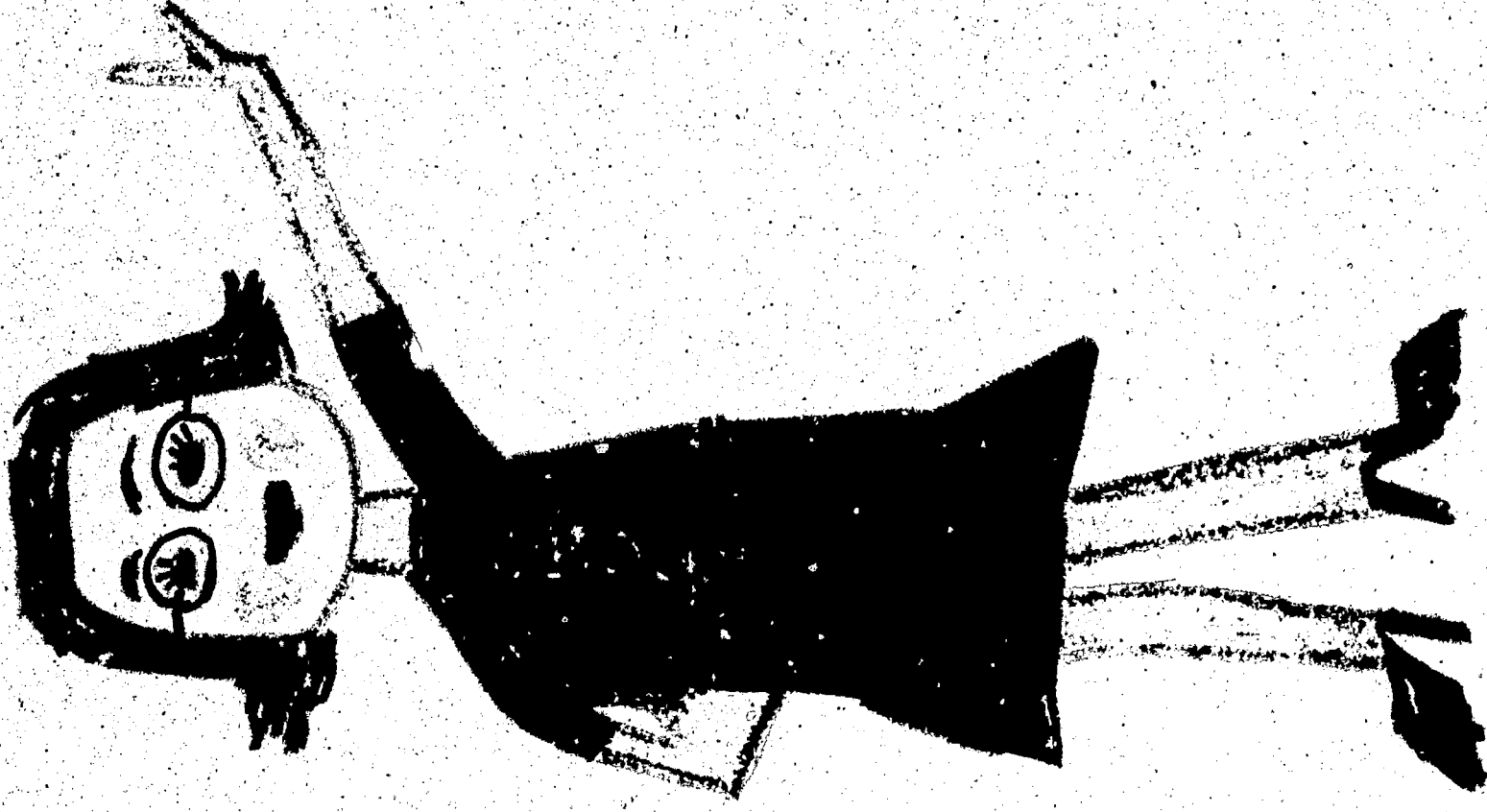
The Things of Education

Most of the teachers had completed their internship in model schools which were well-equipped with "the things of education."

They universally felt that carpeted classrooms provide superior acoustics and subsequently make a great difference to elementary school children. In these classrooms, there seems to be a different atmosphere. The teachers reported that when the children can sit on the floor they have a more relaxed attitude compared to students who are seated in chair-desks in rooms with poor acoustics.

When Professor Bruner raised the question about the effectiveness of materials or curriculum centers, as they are often called, none of the teachers reported favorably about this supporting type of activity. It was generally agreed that "these centers are mostly odd pious promises which are

seldom kept."



Miss Irene Viola
Ohio State University
Dentzler School
Grade 1

"Get the student-teacher into the school setting as soon as possible. Give him the opportunity; to familiarize himself with the school routine, to observe an experienced teacher, to interact with children, to apply theory in the classroom and learn from experience, and to ask himself at an early stage in his education, 'Am I for teaching and is teaching for me?'"

Karen Shafer Lundblad
University of Minnesota
Harrison Elementary School
Grade 2

"It is encouraging to realize the innovations and research that are happening in universities across the nation; it is simultaneously discouraging to realize how backward and slow some teacher-training institutions still are in every area of the country. The feeling of impatience; the desire to effect change now is very apparent."

The Teacher Image

A major disputation revolved around the concern which the teachers expressed about the image of the elementary school teacher. One of the teachers described it this way: When a person discovers that you are an elementary school teacher the comment is surely to be: "Oh, you're an elementary school teacher; how nice." On the other hand, the teachers reported that there is nothing very nice about elementary school teaching. It is a very grubby business which most of them had mistakenly approached with starry eyes and a spirit of high adventure.

The conferees were in consensus on the point that more men teachers are needed in the elementary school. In their words, "Girls are teacher pleasers, while boys are difficult to deal with and need men's leadership."

There was also amity on the issue that the image of the elementary teacher must be vastly improved if there is to be the needed major recruitment program to involve more men in the profession.

In an attempt to analyze the problem, Professor Bruner pointed out that when Frank Keppel was at Harvard, he reported research which revealed that the market for teachers is much better among women than men. The gist of the matter is that industry creams off many of the best male college graduates while it rejects females. This factor makes women more available for teaching than would be the case if industry recruited both sexes. The paucity of men teachers is compounded by the fact that of the sprinkling of men who do go into teaching, the best usually move into school administration.

With the poor image of the elementary teacher as a continuing theme, the participants had the unanimous feeling that people don't consider elementary education important work, when compared to teaching of other subjects such as mathematics or physics.

Another surprising revelation was the general agreement expressed to the effect that middle and lower class people indicate a genuine regard for teachers, but upper class people usually reflect indifference or disdain.

Dr. Bruner remarked that part of this change in the public image of teaching would take place when elementary teachers began to view themselves differently. If they had a more meaty general education at the college level, it would develop their confidence in their own opinions. Also they need to keep up with the new developments in technology and curriculum planning. But their self-assurance about their professional calling begins going down even while in college when their roommates are slaving over weighty research papers while they plan bulletin boards for some trivial education course.

Even though the participants had only been teaching for four months, they had already learned that it is easier to be a poor teacher than a poor worker in another profession. Reasons given for this deplorable situation were that results don't have to be guaranteed in teaching.

The teachers generally expressed a need for more support in the form of resource people in the elementary classroom on a voluntary basis. In summarizing this part of the discussion, Professor Bruner concluded that, "Ancillary personnel are not needed every day, but the hotshot must be available to teach a complex problem such as a unit on electricity when it is needed."

Strong criticism was directed towards the educational establishment which treats elementary school teaching as a scrub operation that doesn't really require any expertise. In the opinion of the group, elementary teaching seems to be enjoying low status because not even the establishment gives it support. This led Professor Bruner to comment, "There is no training -- beginning, middle, or end."

The participants were unanimous on the point that *the education of the young must be made more important*. A strong pitch was made for the notion that industry should commit important professionals as resource people to elementary schools on the same basis that the sheriff and police departments do to the problem of safety for school children.

In-Service

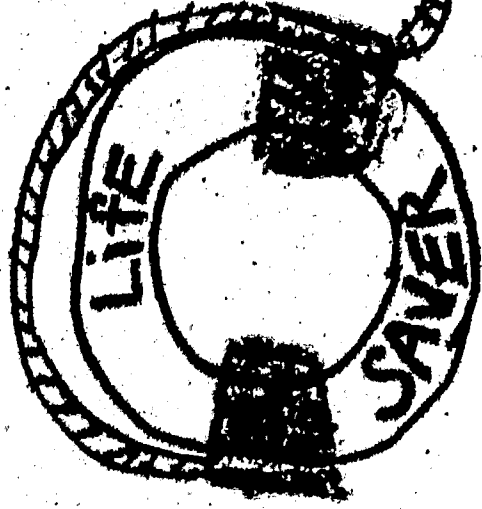
Assistance

Surprisingly, the participants were as anxious to talk about the schools themselves as their teacher preparation. When the teacher joins a school staff to whom does she turn for help in those crucial first few days? The buddy teacher system received some favorable response, but in many cases the teachers reported that the buddy is too busy to give the assistance needed. The people who give the most help are experienced able teachers who have no responsibility for helping others but simply like to lend a helping hand.

The one group that seems to offer the most help are the reading specialists. The use of reading resource people may be superior to getting a sprinkling of men in the profession into the classroom.

A frequently repeated theme indicated that the good ideas come from other teachers. This may suggest the importance of the team concept which has not yet been fully developed in the elementary school.

Several teachers advised that they received the most help from experienced first grade teachers. In the words of one teacher, "You can pick up great teaching phrases from first grade teachers. They have all the good ones."



In dealing with problem children, some of the teachers wished they could more readily receive psychological help both for themselves as well as the child. Continually worrying and becoming defensive about a particular case can be a very shattering experience, especially for the inexperienced teacher still floundering and not at all sure of herself.

Dr. Bruner suggested that perhaps groups of teachers could arrange informal sessions where they would give testimony to various problems they were facing and about which they felt insecure. It would require a good deal of candor on the part of the participants to make it effective, but it might prove helpful as a form of group therapy.

The young teachers did not feel well prepared to deal with problems presented by various backgrounds of students and their parents. Both neglectful and permissive parents came under fire particularly. Dr. Bruner mentioned the frequently overlooked silent student who can come from any socio-economic class but who tunes out quite successfully on whatever is going on. Boredom can exist at any age or in any social class.

Mary C. Koennel
Catholic University of America
Woodridge Elementary School
Grade 3

"As a new teacher, I wish I could have had considerable contact with children beginning in my freshman or sophomore years in college, working with them and getting to know them long before my student teaching in senior year."

Mrs. Barbara Kroeker
Ohio State University
Hamilton Central School
Grade 2

"I recommend that students receive more actual teacher experience and observation in the classroom. Furthermore, methods courses would be more beneficial if they were to deal more with actual classroom situations, and if they could provide more ideas and methods of presenting materials rather than limiting their approach almost exclusively to theoretical aspects."



The Principal

With reference to the question of who helps the new teacher and how much help is given on the job, the teachers generally responded that the principal was not familiar enough with the problems of teaching to be of assistance.

One teacher who had resigned her position after ninety days in order to be married, announced that, although she was in the school three months, she had no opportunity to talk to the principal until the last day when he inquired as to whether her inventory was in order.

Another reported in similar fashion, "The only contact I've had with my principal was during the textbook check; he said I was doing a fine job which meant that I had gotten all of my reports in on time and that all of my textbooks were properly accounted for."

In the words of one teacher, "I'm floundering; the principal hasn't said anything at all about how I am doing and I don't know where to turn." In the words of another, "Our principal is a politician who keeps everyone happy but doesn't give anyone help." Over and over the phrase was repeated, "Our principal is very busy," and in only one case was the principal reported as getting into the classroom and giving assistance.

The method by which their work was evaluated by the principal proved to be a very touchy subject with most of the teachers. Several of them reported that the principal evaluated them but had never been to their rooms. Others reported they never heard of an evaluation.

Another teacher expostulated, "As a new teacher, I have my evaluation conference with the vice-principal. Only the experienced teachers who have been in the school for some time are evaluated directly by the principal."

The Supervisor

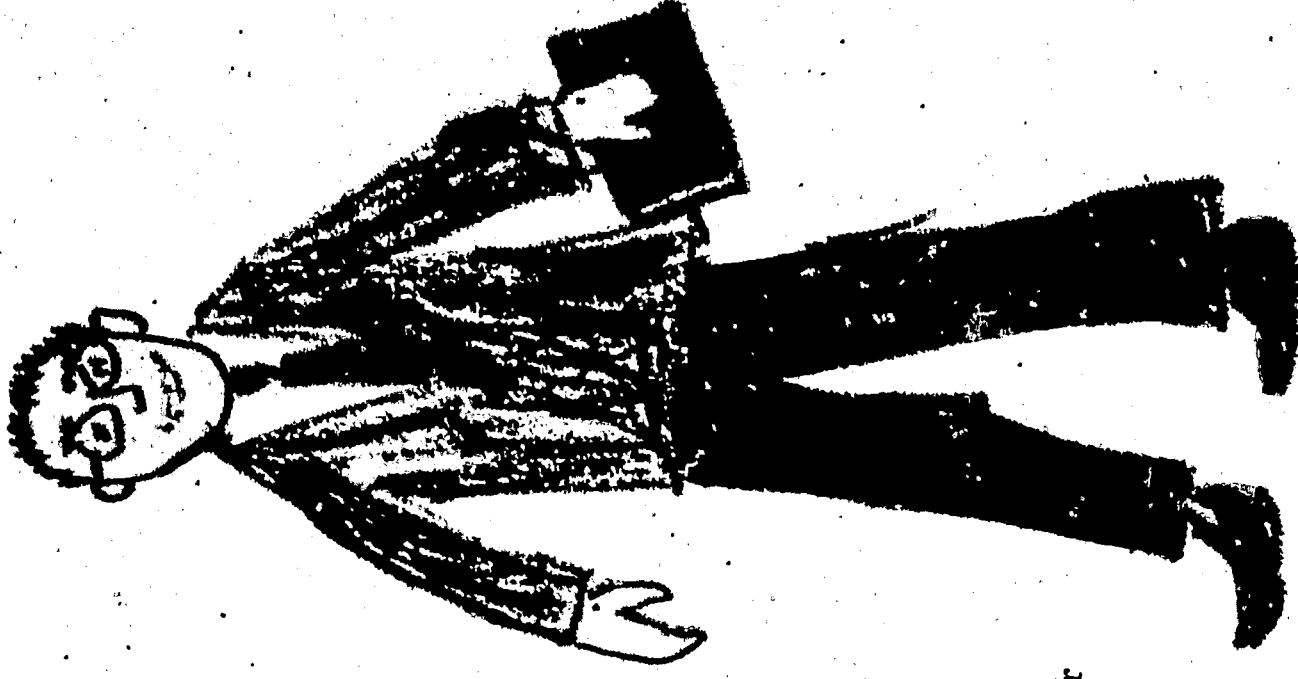
Teachers were even more critical of their supervisors than the principals. Supervisors ranked behind methods courses as the most ineffective support for the beginning teacher. Supervisors were classified as falling into one of two categories: (1) "those who are more trouble than the children because they attempt to tyrannize the teachers with old-fashioned methods; (2) "those who are too superficial to be of any help at all."

The major criticism which the supervisors had conveyed to the teachers in commenting on their work was that they should be farther along in the book. This problem was described by one teacher as follows: "We should be up to here by Halloween; Thanksgiving is just around the corner, and we haven't finished the third chapter; Christmas will soon be here, and we'll still be in the first reader; Easter is coming and we won't have finished the unit."

The teachers compared the much vaunted supervision to the fable about the emperor who had no clothes. The supervisors are phantoms — people who don't want to become involved. In the same vein the teachers reported that most of the resource people in their school systems are never seen.

One teacher reported that her supervisor said she wouldn't come to her room because she was a new teacher and it might make her nervous. The epitome of the lack of assistance was reported when one teacher said, "We do not have any resource people, all we do have is a librarian with heart trouble."

There is an urgent need for continuing on the job training and assistance for new teachers.



Teaching by Association

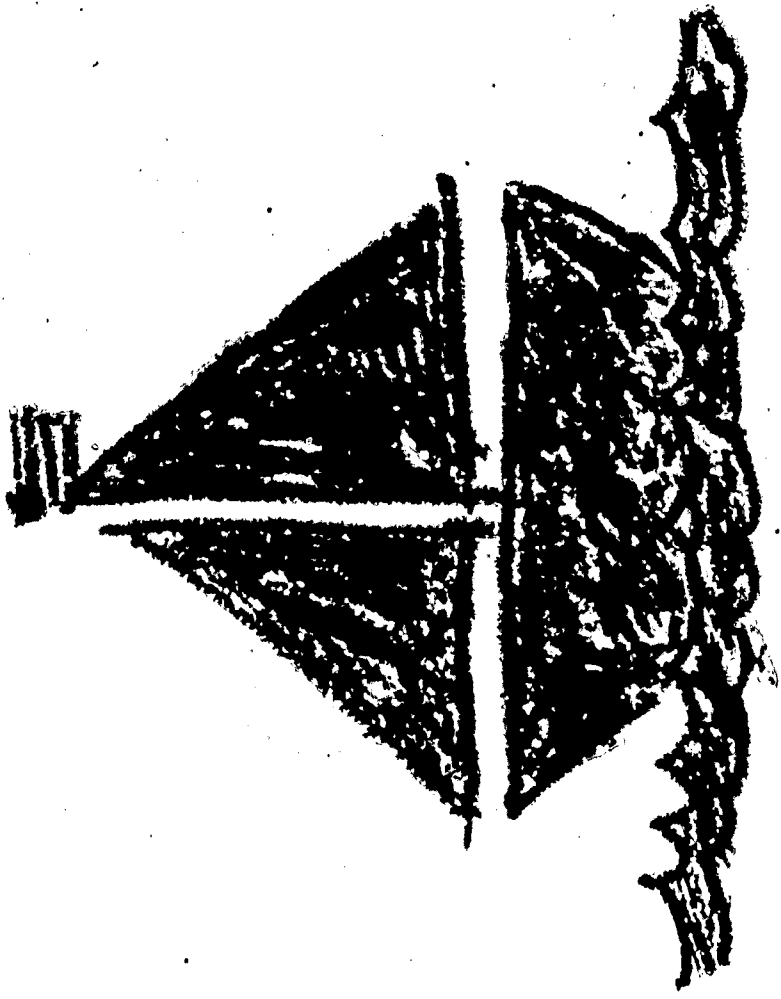
An important conclusion urged that beginning teachers be assigned as a part of a consortium composed of more experienced members of the school's teaching staff. The consortia is nothing more than an enlarged buddy system. The purpose is to improve planning and teaching through sharing ideas and techniques.

The importance of deliberately associating beginning teachers with experienced teachers is that this makes it possible for teachers to help one another. This is a concept which has been largely overlooked by that part of the establishment which absorbs newly trained teachers.

Associating beginning and experienced teachers does not necessarily mean grouping for team teaching in the classical sense, yet the conferees made it increasingly clear that some type of team association is a necessary support for the new teacher.

In the sophisticated versions of the team concept, the teacher specializes and concentrates on teaching the same subject all day. This is preferable to planning and teaching all subjects.

Professor Bruner compared the self-contained classroom to one person standing watch on a sailing vessel and pointed out that one person can't watch the whole ship.



The New Curriculum

Because of his background in developing new curricula, Professor Bruner frequently raised questions as to the extent to which teachers had been trained in new curricula.

When he referred to S.M.S.G. math, the teachers were all perplexed. Finally, Professor Bruner asked, "Did none of you, absolutely none of you, have training in S.M.S.G. math?" The universal response was negative. Professor Bruner then asked,

"Did any of you receive training in the University of Illinois math?" to which the teachers responded, "We saw the film which describes it."

Professor Bruner then remarked, "This is a scandal, an absolute scandal. The nation's foremost scholars put together new courses, yet none of the recent graduates of our leading teacher training institutions are being introduced to these courses."

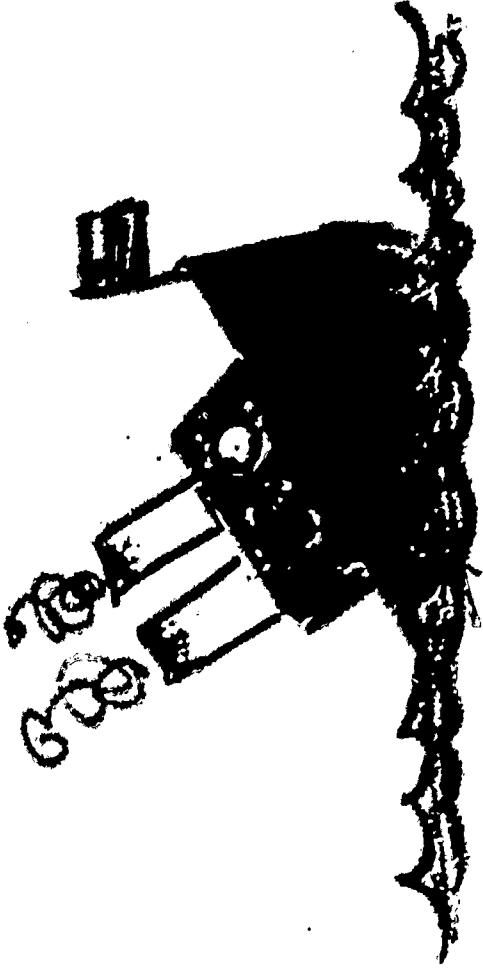
The gist of the matter is that most new teachers apparently only hear of these new courses but are not trained in how to use them. Teachers further reported that in

many cases their schools would not procure sample materials of these new curriculum materials for the teachers to examine.

If feedback from beginning teachers is a reliable source then it is very apparent that

what is being done in the colleges of education has little relation to the on the job requirements of elementary teachers.





Summary

Seminar participants unanimously agreed that they had not been informed by either the teacher training establishment or the schools as to what the children are supposed to know in the way of skills at various levels. They had received no training or help in learning to focus on instructional objectives.

In summarizing the conference, Professor Bruner remarked that, "If it weren't for the fact that we have intelligent people going into the school system, education would be a catastrophe. The way the schools are run is certainly a disaster."

Dissemination of new materials appears to be a major problem, and the new curriculum materials are too slow in reaching either the teacher training institutions or the schools.

One of the major problems confronting elementary schools is that elementary teaching is just plain undermanned. In the words of a combat officer, "There simply aren't enough troops." The self-contained classroom with one teacher as the generalist will certainly go the way of the general practitioner in medicine.

Planning time is most certainly needed by elementary teachers. Teachers waste entirely too much instructional time doing things around the room while the children are there. Most teachers estimate this runs into several hours a week.

Considerable discussion was generated around a concern for the average youngster. The teachers unanimously reported that the average child is the most neglected. Professor Bruner remarked, "There is a cultural disadvantage about the middle class child that is very frightening."

The conferees discussed many things in a glancing way. Among the oblique issues, a predominant problem of much concern to the teachers is the matter of parent permissiveness. The lack of home discipline pervaded the day's dialogues.



Twelve Recommendations

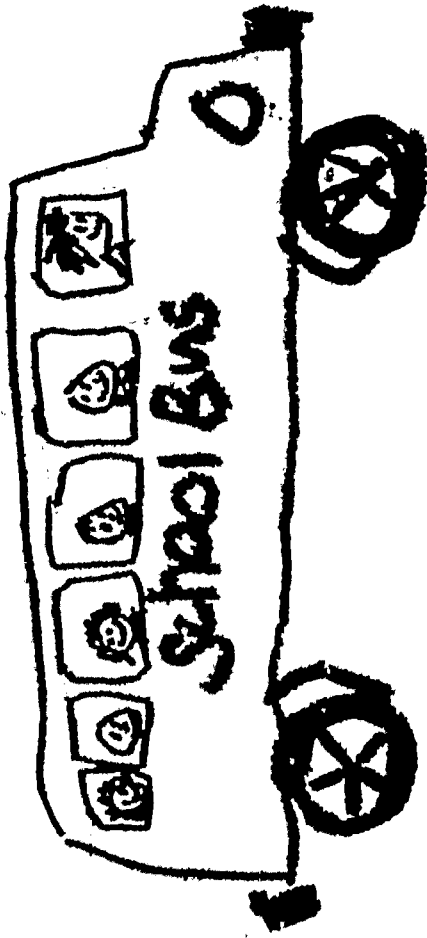
4. A massive effort should be put forth to assure that all elementary teachers are trained in newly developed curricula such as S.M.S.G. mathematics, et cetera.
5. A serious effort should be made to improve the image of the elementary school teacher.
6. A major recruitment program should be instituted to draw more men into the profession of elementary school teaching.
7. The principal must assume greater responsibility for assisting and training beginning teachers.
8. School systems should take a hard look at the kind of supervision which they have in their schools and the role of the supervisor should be re-examined, especially as it relates to the new teacher.
9. Teachers of methods courses for elementary school teachers should be required to rotate back in the elementary school and teach an elementary class at regular intervals.
10. Teacher trainees should no longer receive all of their teacher training in the most desirable type situations under talented and able directing teachers. They should have experiences in classes with poor teachers in order that they can fully comprehend the problems with which they will be confronted when they begin teaching their own classes.
11. School systems must assume a special responsibility for helping inexperienced teachers acquire sophisticated teaching skills. One strategy is to deliberately associate beginning teachers with more experienced teachers.
12. New patterns of team association should be developed which will allow beginning teachers to teach as part of a team staffed largely by experienced teachers.

1. Teacher trainees should be scheduled into laboratory courses built around directed observation

beginning in their first year of college and should have many hours of observation in different types of special situations before embarking on a program of practice teaching.

2. Intern teaching should take place in the junior year before the methods courses are taken instead of the senior year after the courses have been taken. The courses will be more valuable and better understood if they follow practice teaching and are used as reinforcement rather than initiation.

3. Professors of Education should use a variety of audio-visual aids in their courses and practice the finest techniques of teaching. If methods courses are valuable, then education professors trained in methodology should be superior in the craft of teaching to liberal arts professors who have not had this training.



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